




# Home Economics

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Year 9



Directorate for Learning and Assessment Programmes

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# HOME ECONOMICS YEAR 9 SYLLABUS

(to be used till the end of the scholastic year 2021/22)

It is to be noted that reference to lesson duration for the different topics is only *indicative*; it is up to the individual teacher to decide and plan accordingly.

## MODULE 1: Food, Nutrition and Health

### 1. Introduction to Home Economics - 1 single lesson

- Explore Home Economics as an area of study.
- Explain what Home Economics is about with reference to the three strands, namely Food, Nutrition and Health, Home and Family Living and the Choice and Management of Resources.
- Categorise topics to be covered in Home Economics according to the three main strands.
- *Give practical examples of how Home Economics may help them at the individual, family and community level.*

### 2. The Concept of Health - 1 double lesson

- Identify the main factors that contribute to good health and well-being.
- Identify the basic health needs, namely physical needs, intellectual needs, emotional needs and social needs; and give one example of how each of these needs can be met.
- Explore the concepts of health and sustainable living and define each one.
- *Describe the main factors which affect health and sustainable living (transportation, energy consumption and diet).*
- *Investigate the effects of individual and global consumption patterns on society, environment and individual life quality.*

### 3. Functions of Food, The Food Groups and the Dietary Guidelines - 1 double lesson

- List the three main functions of food.
- Explain how food choices for a balanced diet depend on many factors.

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- Explain how dietary needs change according to age, gender, level of activity, and state of health.
  - Divide foods according to the CINDI food pyramid groups.
  - *List eight of the CINDI dietary guidelines and suggest ways of putting them into practice.*
  - *Distinguish between the terms diet, malnutrition, under-nutrition, balanced diet.*
  - *State how CINDI dietary guidelines for children and adolescents differ from those of adults.*
  - *Review food intake according to the CINDI Dietary Guidelines and suggest ways of improving current intake.*

#### **4. The Food Guide Pyramid - 1 single lesson**

- Draw and label the food guide pyramid.
- Identify what should be eaten most, moderately, least and what to avoid.
- Use the food guide pyramid to plan healthy meals.
- Acknowledge the CINDI food pyramid as a guide for a healthy diet by giving practical examples.

#### **5. Introduction to the Nutrients - 1 single lesson**

- Name the five nutrients.
- Distinguish between macro and micro nutrients.
- Explain the main functions of each nutrient.
- List rich sources for each.

#### **6. Proteins - 2 double lessons**

- State the functions of protein.
- State the daily percentage energy intake for protein (15%).
- State the calorific value of 1g of protein.
- Classify proteins into animal and vegetable protein.
- Distinguish between L.B.V and H.B.V. protein.
- *Identify the difference between essential/indispensable and non-essential/dispensable amino acids.*

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- Identify sources of L.B.V. and H.B.V. protein.
  - *Explain the term complimentary proteins and give 2 examples.*
  - Identify novel sources of protein such as textured vegetable protein, tofu and Quorn.
  - Explain the term T.V.P.
  - *Suggest uses for novel sources of protein in meals such as textured vegetable protein, tofu and Quorn.*
  - Identify groups of people with higher need for protein, mainly children, teenagers, pregnant women, elderly persons, vegetarians.
  - *Explain the effect of dry and wet heat on protein.*
  - *Outline the dangers of protein deficiency and a high protein diet.*

## **7. Carbohydrates - 1 double lesson**

- Classify carbohydrates into sugars, starch and non-starch polysaccharides.
- State the function of carbohydrates in the diet.
- State the daily percentage energy intake to be supplied by total carbohydrates (55%) and of which sugars (less than 10%).
- State the calorific value of 1g of carbohydrates.
- Justify the importance of combining vitamin B rich foods with carbohydrates.
- Explain why carbohydrate intake acts as a ‘protein sparer’.

### ■ ***Sugars***

- List sources of sugar in the diet
- *Classify sugars into monosaccharides and disaccharides.*
- *Identify glucose and fructose as two of the monosaccharides and list sources.*
- *Identify maltose, sucrose and lactose as disaccharides and list sources.*
- *Distinguish between intrinsic and extrinsic sugars (milk and non-milk extrinsic).*
- Identify the relationship between sugar intake and health with particular reference to dental caries, obesity and diabetes mellitus.
- *Explain the effects of dry and wet heat on sugars.*

### ■ ***Starch***

- Name sources of starch in the diet.
- Explain the importance of starch in the diet.

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- Identify groups of people with higher requirements of starch in the diet, mainly athletes and or people doing heavy work.
  - *Explain the effects of dry and wet heat on starch.*

## **8. Non-Starch Polysaccharides - 1 double lesson**

- Define the term NSP.
- Identify sources of NSP.
- List the function of soluble and insoluble fibre in the diet.
- Identify disorders associated with a low-fibre intake, constipation, diverticulitis and haemorrhoids.
- Explain the importance of drinking liquids when consuming fibre rich foods.
- Suggest ways how to include fibre in sweet and savoury dishes.
- *Describe the relationship between insoluble fibre intake and the prevention of intestinal disorders, with particular reference to constipation, haemorrhoids and diverticulitis.*
- *Discuss the relationship between soluble fibre intake and circulatory/heart health as well as blood sugar control.*

## **9. Fats and Oils - 2 double lessons**

- Classify fats into saturated, monounsaturated and polyunsaturated fatty acids.
- Define essential fatty acids and state their importance.
- Identify animal and vegetable sources for each type (where applicable).
- List at least 4 functions of fat in the body.
- State the daily percentage energy intake to be supplied by total fats (30%) and saturated fats (less than 10%).
- State the calorific value of 1g of fat.
- *Explain the relationship between fat intake and health including high serum cholesterol levels, heart disease and obesity.*
- *Explain the link between high levels of blood cholesterol and CHD.*
- Suggest ways how to reduce fat while preparing meals.

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## 10. Vitamins - 2 double lessons

- Distinguish between fat soluble and water soluble vitamins.
- *List antioxidant vitamins.*
- *Justify the role of antioxidant vitamins to preserve health.*

### ■ *Fat-soluble Vitamins*

- Identify the fat soluble vitamins A, D, E and K.
- Distinguish between beta carotene and retinol.
- State the functions of each vitamin.
- Identify sources of each vitamin.
- Identify effects of excess intake and deficiency for each of the vitamins.
- Explain the link between vitamin D intake and the absorption of calcium.

### ■ *Water-soluble Vitamins*

- Identify the water-soluble vitamins B-complex and C.
- State the functions of each vitamin.
- Identify sources of each vitamin.
- *Identify effects of deficiency for each of the vitamins.*
- Explain the importance of folic acid during the pre-pregnancy period and pregnancy.
- Explain the effects of cooking/heat, storage and time on vitamin B-complex (especially thiamin) and vitamin C.
- *Suggest ways how to preserve water-soluble vitamins during the preparation, cooking and serving of food.*
- Explain the link between:  
vitamin C intake and the absorption of iron; vitamin B-complex intake and the release of energy from carbohydrate.

## 11. Minerals - 2 double lessons

### **(Calcium, Sodium, Iron, Phosphorus, Iodine, Fluoride)**

For each of the above:

- State the functions of each one.
- Identify the best sources.
- *Identify the effects of deficiency/excess, as applicable.*

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- Identify groups of people with special (high/low) requirements – namely children, teenagers, breastfeeding mothers and the elderly.
  - Suggest, giving reasons, practical ways of increasing/reducing intake as applicable.

## **12. Water - 1 double lesson**

- List the functions of water.
- List the best sources of water in the diet.
- State the daily requirements.
- Identify ways how water is lost from the body.
- Discuss the effect of water deficiency (dehydration).
- Identify groups of people requiring higher intakes, namely active persons, people living in hot climates, people working in hot environments.
- *Explain the importance of the sustainable use of water.*

## **13. Food commodities - 1 double lesson**

### **(Nuts, Cereals and Pulses)**

- Outline the nutritive value.
- List different types available on the local market.
- Explain their use and versatility in meal preparation.
- Suggest suitable methods of cooking them.
- List points to be considered when choosing, buying and storing these foods.
- Explain in general, the effect of heat and changes which take place during cooking.
- Suggest recipes, in particular traditional Maltese ones, where these foods are a main ingredient.
- Draw and label the structure of the wheat grain.
- Distinguish between refined and unrefined foods.
- *Evaluate the importance of choosing unrefined food/products.*

## **14. Food Commodities - 2 double lessons**

### **(Milk and Dairy Products)**

- Outline the nutritive value.
- List different types available on the local market.

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- Explain their use and versatility in meal preparation.
  - Suggest suitable methods of cooking them.
  - List points to be considered when choosing, buying and storing these foods.
  - Explain in general, the effect of heat and changes which take place during cooking.
  - Suggest recipes, in particular traditional Maltese ones, where these foods are a main ingredient.
  - List different types of milk available on the local market.
  - Explain why milk is heat treated.
  - Comment on the shelf-life of different types of milk.
  - Assess the increase in popularity of yoghurts/prepared milk drinks/bio milk drinks.
  - Suggest a type of milk suitable for different groups of people and situations – children, persons who are lactose intolerant, vegans, persons on a reduced fat diet.
  - *Explain how heat affects the nutritional value of milk.*

## **15. Food Commodities - 1 double lesson**

### **(Eggs)**

- Outline the nutritive value.
- List different types available on the local market.
- Explain their use and versatility in meal preparation.
- Suggest suitable methods of cooking them.
- List points to be considered when choosing, buying and storing the food.
- Explain in general, the effect of heat and changes which take place during cooking.
- Suggest recipes/traditional Maltese recipes where these food are a main ingredient.
- Draw and label the egg – shell, thin white, thick white, yolk, chalazae and airspace.
- Explain the difference between free-range and battery eggs, with reference to the environmental impact and quality of eggs.
- State why eggs should not be washed before storing.
- Describe how to test eggs for freshness.



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## **16. Recipe Engineering - 1 double lesson**

- Outline factors to be kept in mind when modifying recipes.
- Adapt recipes, including traditional Maltese ones to make them suitable for:  
high: fibre, iron, calcium diets;  
low: fat, sugar, salt diets.
- Plan healthy two-course meals consisting of a main dish and a dessert for the afore – mentioned diets.
- Compare the original recipe to the modified recipe in terms of colour, texture, flavour, portions and appearance of the dishes.

## **Practical Component**

### **17. The Preparation Sheet - 1 double lesson**

- Analyse the given assignment.
- Choose healthy dishes which meet the assignment requirements.
- List the ingredients needed in the required amounts.
- List all the required utensils.
- Give valid reasons for choice with reference to: the assignment given, nutritional value, colour, modifications carried out, time constraints, cost, availability of fresh local produce in season, modern appliances used as applicable.
- Organise work allocating adequate time for each step.
- Write a comprehensive shopping list.
- Evaluate planning, realisation and outcome of assignment including some suggestions for improvement.

### **18. Weighing and Measuring - 1 double lesson**

- Name equipment used for weighing and measuring of ingredients namely scales (spring balance/digital scales), measuring jug, measuring spoons, measuring cups, table/dessert/tea spoons.
- List rules to be followed to achieve correct readings when weighing and measuring.
- Estimate the approximate weight of given foods (apple, slice of bread, etc.) and compare with actual weight.

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## 19. Preparation of Meals - 5 double lessons

(With emphasis on the nutrients, food commodities, meal planning, pastry making and cake making)

- Acquire and apply the following skills:  
Weighing and measuring, peeling, chopping, cutting, slicing, dicing, grating, beating, mixing, sieving, greasing, lining of tins, liquidising, blending, mashing, rubbing-in, creaming, folding-in, rolling out, binding of ingredients, lining with pastry, simple cake decorating, laying of tables, serving of food.
- Use the following food commodities:  
Milk, dairy products, cereals, pulses, nuts, herbs, spices and eggs.

## 20. Shortcrust Pastry - 3 double lessons (1 demonstration + 2 practicals)

- Describe the basic steps in the making of shortcrust pastry.
- Identify the main rules to follow and suggest possible faults if rules are not followed.
- Explain why shortcrust pastry is the healthiest choice when compared with other types of pastry available on the market.
- Modify recipes for dishes using shortcrust pastry.
- Suggest and prepare healthy sweet and savoury possibly traditional recipes.
- Demonstrate simple ways of decorating pastry dishes.

## 21. Cake Making - 3 double lessons (2 demonstrations + 1 practical)

- List three methods of cake making namely the rubbing-in, the all-in-one and the creaming method.
- *Explain the function of the main ingredients used for cake-making.*
- Give the basic recipe for each of the methods.
- Describe the main processes of each in detail.
- Identify the main rules to follow when carrying out each method.
- Comment on the shelf-life and keeping qualities of the three methods.
- Suggest ways of modifying basic recipes to make them in line with the CINDI Dietary Guidelines.
- Giving reasons, state why the rubbing-in is the healthiest method and the all-in-one/creaming is the least healthy.

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- Make cakes using the traditional creaming method.
  - *Define the terms rich, curdle, beating, binding.*
  - Decorate cakes using healthy ingredients such as ricotta, nuts, local fresh fruit in season, dried fruit and yoghurt.
  - Evaluate the outcome of the practical.

## **MODULE 2: Family Well-being**

### **22. Safety and Hygiene in the Food lab/Kitchen - 1½ double lesson for safety + 1 single lesson for hygiene**

- Explore the importance of personal and food lab/kitchen hygiene in the context of food preparation.
- List rules for each: personal hygiene; hygiene in the food lab/kitchen.
- Identify factors which can cause accidents in the food lab/kitchen.
- Discuss types of accidents that may happen in the food lab/kitchen.
- Demonstrate safety practices during food preparation.
- Identify safety practices that can prevent accidents in the food lab/kitchen.
- *Apply safety practices and preventive measures to given situations.*

### **23. The Family Unit - 1 double lesson**

- List and describe different types of families - nuclear, extended, single parents, foster parents, adoptive parents, residential care homes, step parents.
- Explore the roles and responsibilities of different family members.
- *Identify the basic needs of families and how these change throughout life - physical, intellectual, social, psychological, environmental, occupational.*
- Give examples of positive family relationships.
- *Suggest ways how the individual and the family can interact within the community.*

### **24. Child care and Development - 3 double lessons**

- Explain the role of both parents for parenthood.
- List factors that can harm the unborn child.

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- Identify the basic needs of children at the different stages of life- from baby to infant, toddler, pre-school child.
  - Suggest ways how parents can help in the development of the physical, emotional, social and intellectual needs of the child with emphasis on the importance of play.
  - Explain how an environment which promotes healthy eating habits can be created within the family.
  - *Explain how the vaccine programme provided by the health department is a means of preventing the spread of contagious diseases.*
  - List the 5 diseases children are immunised against namely diphtheria, tetanus, polio, pertussis (whooping cough) and haemophilus influenza type B (Hib).
  - List the 2 recommended vaccines for children namely MMR and Hepatitis B.

## **25. First Aid and the First Aid Box - 2 double lessons**

- List items found in a first aid box.
- Explain how to give first aid if faced with the following injuries - cuts and grazes, burns and scalds, nose bleed, fainting, bruising, swellings and sprains, jelly fish sting, insect sting, poisoning.
- Identify and name the safety equipment available for fire safety: fire extinguisher, fire blanket, smoke detector.
- Describe the correct use and purpose of the fire extinguisher, fire blanket and smoke detector.
- Explain the proper way to make an emergency call.

## **MODULE 3: Choice and Management of Resources**

### **26. The Selection, Safe use of and Care of Kitchen Equipment - 1 double lesson**

- Identify equipment needed for different tasks taking place in the kitchen; chopping, peeling, cutting, grating, baking, mixing, mashing, blending, serving.
- Explain the correct choice, use and care of the different kitchen equipment.

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**27. The Critical Choice of Labour Saving Devices - 1 double lesson +  
1 single lesson**

- List the following labour saving devices found in the kitchen namely: food mixer and processor, electric whisk, liquidizer and blender, electric kettle, toaster and sandwich maker, steamer, microwave oven, cooker, refrigerator, freezer, dishwasher.
- Classify the equipment as that which is essential and equipment which is less frequently used.
- Explain the safe and correct use and care of the different labour saving devices.
- Identify the factors which determine the correct choice of an appliance.

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| <b>MODULE 4: The Coursework Component</b> |
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**Introduction to the Investigative Component Topic-**

**Child Care and Development - 3 double lessons**

- a. A coursework component which carries 30% of the total mark weighting.
- b. An annual written examination paper which carries 70% of the total mark weighting. For coursework students are expected to complete:
  - One investigation which tackles a focused aspect on the topic area of Child Care and Development (carries 15% of the total mark weighting for Coursework).
  - Two practical assignments which should form part of the normal teaching time assigned to practical work. These two assignments together carry the other 15% of total weighting for Coursework.

Guidance regarding the developmental process of both the investigation work and the practical assignments as well as the distribution of marks for each criteria is given in the Appendices.

## APPENDIX 1

### Assessment Criteria for the Practical Assignments for Year 9

| <u>Practical Assignment</u> | <u>Criteria for allocation of marks</u>   | <u>Marks</u> |
|-----------------------------|---|--------------|
| Choice of dishes            | This should be suitable for the particular requirements of the assignment chosen. A broad judgement of the whole assignment should be considered.<br>Pupils are expected to:<br>- apply knowledge relevant to the assignment;<br>- present evidence on which judgements of choice are made. | Marks        |
|                             | Incorrect choice of dishes  | 0            |
|                             | Poor choice of dishes   | 1 - 2        |
|                             | Good choice of dishes   | 3 - 5        |

|                    |  |       |
|--------------------|--|-------|
| Reasons for choice | Pupils are expected to suggest factors that could be identified to validate choice. These could include reference to health, nutritional value, economy, colour, texture, balance, taste, presentation, etc. | Marks |
|                    | No reasons given   | 0     |
|                    | Poor understanding of the assignment<br>Limited interpretation with simple justification   | 1 - 3 |
|                    | Adequate understanding of the assignment<br>A basic interpretation with simple but accurate justification.   | 4 - 6 |
|                    | Recognition of limits of assignment, good analysis of assignment and showing realistic choices in relation to time available.  | 7-10  |

|                           |   |       |
|---------------------------|---|-------|
| Planning of order of work | Full credit must be given for a logical order of work which should include: preparation of self, hygiene and safety, timing, important points relating to particular dishes, dovetailing, clearing and washing up, serving of food at the right temperature, presentation of work.<br>Pupils are expected to plan a course of action appropriate to the assignment set. | Marks |
|                           | Little evidence of accuracy, health and safety awareness, planning or sequencing of work.   | 1-2   |
|                           | Some evidence of ability to plan and use resources but with a poor sequence of work. Limited awareness of health and safety, time and energy.   | 3-4   |
|                           | A logical sequence of work with due regard to resources, preparation and completion of assignment, a considerable degree of accuracy indicating awareness of health and safety and time factors.  | 5-6   |
|                           | A logical sequence of work reflecting efficient use of time, methodical thinking and dovetailing tasks in a sensible order, showing accuracy and due regard to preparation and completion of assignment.  | 7-8   |

|   |   |       |
|---|---|-------|
| Shopping/<br>Equipment/<br>Materials/<br>Requirements<br>List | Full credit must be given to pupils who make a comprehensive list of ingredients and appliances needed. List of ingredients should be accompanied by quantities which are reasonable. | Marks |
|   | List not presented.   | 0     |
|   | Incomplete list / quantities not always reasonable.   | 1     |
|   | Complete list, with reasonable quantities   | 2     |

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|------------------------------|---|--|
| <p>Practical realisation</p> | <p>Pupils are expected to carry out their plan of action with proficiency and competence using management, organisational and psychomotor skills.<br/> The following sections will be assessed - Preparation, Production, Proficiency, Hygienic Practices and Outcome.<br/> The mark awarded is based on four graded levels:<br/> Level 1 - pupil has achieved a restricted level of competence and performed tasks with difficulty<br/> Level 2 - pupil has performed most tasks to a satisfactory level of competence<br/> Level 3 - pupil has reached a good level of competence<br/> Level 4 - pupil has achieved a high level of competence and performed tasks effectively.<br/> Note: - there is a different distribution of marks for each section.</p> | <p>Levels    Marks</p>   |
|                              | <p><u>Preparation.</u></p> <p>Pupil's appearance<br/> Selection of correct equipment and tools.<br/> Preparation of tins and appropriate equipment.<br/> Correct oven temperature and oven shelves.<br/> Preparation of fruit and vegetables as required.</p>   | <p>level 1    1-2<br/> level 2    3-5<br/> level 3    6-7<br/> level 4    8-10</p>   |
|                              | <p><u>Performance in chosen skill</u></p> <p>Restricted performance.<br/> Fairly satisfactory to satisfactory.<br/> Good performance.<br/> Excellent performance.</p>   | <p>level 1    1-2<br/> level 2    3-5<br/> level 3    6-7<br/> level 4    8-10</p>   |
|                              | <p><u>Production</u></p> <p>Good manipulative skills and good handling of tools and equipment.<br/> Correct methods of preparation and cooking.</p>   | <p>level 1    1-3<br/> level 2    4-7<br/> level 3    8-11<br/> level 4    12-15</p> |
|                              | <p><u>Proficiency</u></p> <p>Efficient organisation of work and time. Safe and economic management of cooker.<br/> Sensible use of refrigerator.</p>  | <p>level 1    1-2<br/> level 2    3-5<br/> level 3    6-8<br/> level 4    9-10</p>   |
|                              | <p><u>Procedures</u></p> <p>Adherence to rules concerning hygiene and safety: self, equipment/appliances, working area clean and tidy, washing up done as necessary, all equipment returned to correct place.<br/> Correct disposal of waste.</p>   | <p>level 1    1-2<br/> level 2    3-5<br/> level 3    6-8<br/> level 4    9-10</p>   |
|                              | <p><u>Outcome</u></p> <p>The following should be considered in the presentation of the finished results:<br/> - finished appearance, garnishing, decoration<br/> - texture, flavour, seasoning, colour<br/> - temperature, serving dishes<br/> - appropriate presentation with a flair for creativity and an aesthetically pleasing outcome.</p>  | <p>level 1    1-2<br/> level 2    3-5<br/> level 3    6-8<br/> level 4    9-10</p>   |

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| Evaluation |  | Marks |
|------------|--|-------|
|            | Pupils should evaluate the completed assignment by identifying strengths and weaknesses and making reference to results, cost, use of time, nutritional value and suggestions for improvement.   |       |
|            | Very few comments on cost, flavour, texture.<br>Few comments confirming or criticising choice of dishes. Superficial reference to nutritional value of dishes.   | 1-2   |
|            | Reasonable evaluation with comments on the assignment involved, planning, selection of dishes, organisation of work and full comments on outcome. Basic reference to nutritional value of food included.   | 3-5   |
|            | A fair appreciation of the strengths and weaknesses of assignment.<br>Some suggestions for improvements. Reference made to cost, organisation, finished results. Sensible consideration of nutritional value of dishes.  | 6-8   |
|            | Reasoned judgement on assignment in relation to flavour, texture and appearance.<br>Comment relating to cost of dishes in relation to task set. A good appreciation of strengths and weaknesses with sensible suggestions for improvement. Detailed consideration of nutritional value of food included. | 9-10  |

*It is suggested that teachers use one of the mark sheets available in Appendices 1.2, 1.3 or 1.4*



**APPENDIX 1.1**

**PREPARATION SHEET – Page 1**

|   |                     |
|---|---------------------|
| <b>Name:</b> _____  | <b>Class:</b> _____ |
| <b>Assignment:</b> _____  |                     |
| _____   |                     |
| <b>DISHES/BEVERAGES CHOSEN (5 marks)</b> _____                    |                     |
| _____   |                     |
| <b>CHOICE OF WORK (List of Ingredients, including Quantities)</b> |                     |
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| <b>REASONS FOR CHOICE OF WORK (10 marks)</b> |
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## APPENDIX 1.2

### ASSESSMENT MARK SHEET FOR THE PRACTICAL ASSIGNMENTS

Name: \_\_\_\_\_ Practical number: \_\_\_\_\_

Total marks awarded (out of 100 marks): \_\_\_\_\_ Total mark as 7.5%: \_\_\_\_\_

**Instructions:** Next to each criterion in each section, tick ✓ in the column which best indicates the level of performance reached by the pupil. The column with the highest amount of ✓ indicates the average level reached by the pupil in each section. Award marks as indicated at the bottom of the column in each section. Add total of each section to obtain the final score achieved by the pupil.

| Choice of dishes               | Incorrect | Poor      | Good      | Marks |
|--------------------------------|-----------|-----------|-----------|-------|
| Recognizes limits of test      |           |           |           |       |
| Realistic choices              |           |           |           |       |
| Time kept in mind              |           |           |           |       |
| Use of local and seasonal food |           |           |           |       |
|                                | 0 marks   | 1-2 marks | 3-5 marks |       |

| Reasons for choice   | Not noticed | Poor      | Adequate  | Good       | Marks |
|--|-------------|-----------|-----------|------------|-------|
| Suggests factors to validate choice                            |             |           |           |            |       |
| Reference to health and nutritional value                      |             |           |           |            |       |
| Reference to economy   |             |           |           |            |       |
| Reference to colour, texture, balance, taste and presentation. |             |           |           |            |       |
|  | 0 marks     | 1-3 marks | 4-6 marks | 7-10 marks |       |

| Order of work                     | Poor      | Some      | Adequate  | Good      | Marks |
|-----------------------------------|-----------|-----------|-----------|-----------|-------|
| Logical sequence                  |           |           |           |           |       |
| Identifies basic steps of recipes |           |           |           |           |       |
| Includes preparation of self      |           |           |           |           |       |
| Dovetailing                       |           |           |           |           |       |
| Effective use of time             |           |           |           |           |       |
| Hygiene and safety                |           |           |           |           |       |
| Clearing and washing up           |           |           |           |           |       |
| Serving at right temperature      |           |           |           |           |       |
| Presentation of work              |           |           |           |           |       |
|                                   | 1-2 marks | 3-4 marks | 5-6 marks | 7-8 marks |       |

| Shopping/ Equipment/Materials Requirements List | Not noticed | Limited | Good    | Marks |
|---|-------------|---------|---------|-------|
| Lists ingredients and quantities                |             |         |         |       |
| Lists appliances and other materials needed     |             |         |         |       |
|   | 0 marks     | 1 mark  | 2 marks |       |

| Evaluation                                | Limited   | Fair      | Good      | Excellent  | Marks |
|---|-----------|-----------|-----------|------------|-------|
| Reference to flavour, texture, appearance |           |           |           |            |       |
| Cost of dishes                            |           |           |           |            |       |
| Reference to use of time                  |           |           |           |            |       |
| Identifies weaknesses                     |           |           |           |            |       |
| Identifies strengths                      |           |           |           |            |       |
| Suggestions for improvement               |           |           |           |            |       |
| Considers nutritive value                 |           |           |           |            |       |
| Recipe engineering and its effectiveness  |           |           |           |            |       |
| Comments about outcome                    |           |           |           |            |       |
|   | 1-2 marks | 3-5 marks | 6-8 marks | 9-10 marks |       |

| <b>Preparation</b>                   | <b>Restricted</b> | <b>Satisfactory</b> | <b>Good</b>      | <b>Very good</b>  | <b>Marks</b> |
|--------------------------------------|-------------------|---------------------|------------------|-------------------|--------------|
| Appearance                           |                   |                     |                  |                   |              |
| Selection of tools/equipment         |                   |                     |                  |                   |              |
| Preparation of items needed          |                   |                     |                  |                   |              |
| Correct oven temp. & shelves         |                   |                     |                  |                   |              |
| Preparation of fruits and vegetables |                   |                     |                  |                   |              |
|                                      | <b>1-2 marks</b>  | <b>3-5 marks</b>    | <b>6-7 marks</b> | <b>8-10 marks</b> |              |

| <b>Chosen skill</b>         | <b>Restricted</b> | <b>Satisfactory</b> | <b>Good</b>      | <b>Excellent</b>  | <b>Marks</b> |
|-----------------------------|-------------------|---------------------|------------------|-------------------|--------------|
| Performance in chosen skill |                   |                     |                  |                   |              |
|                             | <b>1-2 marks</b>  | <b>3-5 marks</b>    | <b>6-7 marks</b> | <b>8-10 marks</b> |              |

| <b>Production</b>                     | <b>Restricted level</b> | <b>Satisfactory</b> | <b>Good</b>       | <b>Excellent</b>   | <b>Marks</b> |
|---------------------------------------|-------------------------|---------------------|-------------------|--------------------|--------------|
| Manipulation of other culinary skills |                         |                     |                   |                    |              |
| Handling of tools/ equipment          |                         |                     |                   |                    |              |
| Methods of preparation                |                         |                     |                   |                    |              |
| Correct methods of cooking            |                         |                     |                   |                    |              |
|                                       | <b>1-3 marks</b>        | <b>4-7 marks</b>    | <b>8-11 marks</b> | <b>12-15 marks</b> |              |

| <b>Proficiency</b>           | <b>Restricted</b> | <b>Satisfactory</b> | <b>Good</b>      | <b>Excellent</b>  | <b>Marks</b> |
|------------------------------|-------------------|---------------------|------------------|-------------------|--------------|
| Organization of work         |                   |                     |                  |                   |              |
| Organization of time         |                   |                     |                  |                   |              |
| Safe use of cooker           |                   |                     |                  |                   |              |
| Economic use of cooker       |                   |                     |                  |                   |              |
| Sensible use of refrigerator |                   |                     |                  |                   |              |
|                              | <b>1-2 marks</b>  | <b>3-5 marks</b>    | <b>6-8 marks</b> | <b>9-10 marks</b> |              |

| <b>Procedures</b>                   | <b>Restricted</b> | <b>Satisfactory</b> | <b>Good</b>      | <b>Excellent</b>  | <b>Marks</b> |
|-------------------------------------|-------------------|---------------------|------------------|-------------------|--------------|
| Clean & tidy working area           |                   |                     |                  |                   |              |
| Washing up                          |                   |                     |                  |                   |              |
| Equipment returned to correct place |                   |                     |                  |                   |              |
| Pupil's safety                      |                   |                     |                  |                   |              |
| Safe use of equipment/appliances    |                   |                     |                  |                   |              |
| Correct disposal of waste           |                   |                     |                  |                   |              |
|                                     | <b>1-2 marks</b>  | <b>3-5 marks</b>    | <b>6-8 marks</b> | <b>9-10 marks</b> |              |

| <b>Outcome</b>         | <b>Restricted</b> | <b>Satisfactory</b> | <b>Good</b>      | <b>Excellent</b>  | <b>Marks</b> |
|------------------------|-------------------|---------------------|------------------|-------------------|--------------|
| Appearance             |                   |                     |                  |                   |              |
| Garnish/decoration     |                   |                     |                  |                   |              |
| Texture                |                   |                     |                  |                   |              |
| Flavour/seasoning      |                   |                     |                  |                   |              |
| Colour                 |                   |                     |                  |                   |              |
| Temperature            |                   |                     |                  |                   |              |
| Serving dishes         |                   |                     |                  |                   |              |
| Aesthetically pleasing |                   |                     |                  |                   |              |
| Creativity             |                   |                     |                  |                   |              |
|                        | <b>1-2 marks</b>  | <b>3-5 marks</b>    | <b>6-8 marks</b> | <b>9-10 marks</b> |              |

**General comment:**

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**APPENDIX 1.3**

**Assessment Mark Sheet for Practical Assignment 1 & 2**

**Pupil's Name** \_\_\_\_\_

|                            |                            |
|----------------------------|----------------------------|
| <b>Pr. Ass. 1<br/>Mark</b> | <b>Pr. Ass. 2<br/>Mark</b> |
| _____                      | _____                      |
| %                          | %                          |

|                               |
|-------------------------------|
| <b>15% of<br/>Total Marks</b> |
|-------------------------------|

|                              | <b>Choice of Dishes</b> | <b>Reasons for Choice</b> | <b>Planning of Order of Work</b> | <b>Requirements List</b> | <b>Evaluation of Work</b> |
|------------------------------|-------------------------|---------------------------|----------------------------------|--------------------------|---------------------------|
| <b>Distribution of Marks</b> | <b>5</b>                | <b>10</b>                 | <b>8</b>                         | <b>2</b>                 | <b>10</b>                 |
| <b>Pupil's Mark – Ass. 1</b> |                         |                           |                                  |                          |                           |
| <b>Pupil's Mark – Ass. 2</b> |                         |                           |                                  |                          |                           |

|                              | <b>Practical Realisation</b> |                     |                   |                    |                   |                | <b>Total</b> |
|------------------------------|------------------------------|---------------------|-------------------|--------------------|-------------------|----------------|--------------|
|                              | <b>Preparation</b>           | <b>Chosen Skill</b> | <b>Production</b> | <b>Proficiency</b> | <b>Procedures</b> | <b>Outcome</b> |              |
| <b>Distribution of Marks</b> | <b>10</b>                    | <b>10</b>           | <b>15</b>         | <b>10</b>          | <b>10</b>         | <b>10</b>      | <b>100</b>   |
| <b>Pupil's Mark – Ass. 1</b> |                              |                     |                   |                    |                   |                |              |
| <b>Pupil's Mark – Ass. 2</b> |                              |                     |                   |                    |                   |                |              |

**Comment:** \_\_\_\_\_



## APPENDIX 2

### Assessment Criteria for the Investigation

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Total marks awarded (out of 120): \_\_\_\_\_ Total mark as 15 % (Total marks awarded ÷8): \_\_\_\_\_

| Criteria for Investigation   | Maximum marks  | Marks awarded |
|--|--|---------------|
| <b>1. Choice and analysis of investigation title.</b><br>i. Chooses a relevant and focused title for the investigation.....<br>Chooses a somehow relevant and focused title for the investigation.....<br>Chooses a non-specific/vague title for the investigation.....<br>.....<br>ii. Carries out an accurate, brief analysis of the investigation title.....<br>Carries out a brief analysis which is not necessarily accurate.....<br>Brief analysis not presented or completely inaccurate.....                       | <b>( 8 marks)</b><br>4-3 marks<br>2-1 marks<br>0 marks<br>.....<br>4-3 marks<br>2-1 marks<br>0 marks               |               |
| <b>2. Identification of factors involved in carrying out the investigation.</b><br>i. Identifies all factors involved as appropriate.....<br>Identifies most factors involved.....<br>Identifies a limited amount of factors .....<br>No identification of factors / Totally inaccurate.....   | <b>(10 marks)</b><br>10-9 marks<br>8-5 marks<br>4-1 marks<br>0 marks   |               |
| <b>3. Aims.</b><br>i. Draws up a comprehensive and relevant list of aims.....<br>Draws up a relevant but not comprehensive list of aims.....<br>Draws up a relevant but restricted list of aims.....<br>No evidence of aims / Aims presented not relevant for investigation...<br>.....<br>ii. Complete reference made to which part of investigation will help pupil reach each aim.....<br>Some reference made to which part of investigation will help pupil reach most aims.....<br>No reference made.....             | <b>(14 marks)</b><br>10-8 marks<br>7-4 marks<br>1-3 marks<br>0 marks<br>.....<br>4-3 marks<br>2-1 marks<br>0 marks |               |
| <b>4. Plan of Action.</b><br>i. Presents a plan of action which is well organized and methodical .....<br>Presents a plan of action which is not necessarily always accurate and practical.....<br>No evidence of a plan of action .....<br>.....<br>ii. Indicates reasonable time frames and identifies suitable resources needed.....<br>Indicates somewhat reasonable time frames and identifies some of the resources needed .....<br>No evidence or incorrect time frames. No reference to resources needed made..... | <b>(8 marks)</b><br>4-3 marks<br>2-1 marks<br>0 marks<br>.....<br>4-3 marks<br>2-1 marks<br>0 marks                |               |
| <b>5. Background research.</b><br>i. Collates background research, using a reasonable selection of sources. ....<br>Collates background research using limited sources; information given not always relevant.....<br>Carries out research in a restricted manner and which is not necessarily relevant.....<br>No research carried out.....   | <b>(10 marks)</b><br>5-4 marks<br>3-2 marks<br>1 mark<br>0 marks   |               |



|   |  |  |
|---|--|--|
| <p>.....</p> <p>ii. Relevant conclusions drawn.....</p> <p>    Some conclusions drawn, but not necessarily always relevant.....</p> <p>    No conclusions drawn.....</p>  | <p>.....</p> <p>5-4 marks</p> <p>3-1 marks</p> <p>0 marks</p>  |  |
| <p><b>6. Use of technique I.</b></p> <p>i. Introduces the technique, giving reasons for carrying out the technique.....</p> <p>    Identifies technique and gives insufficient reasons for carrying out the technique.....</p> <p>    Technique is not identified and no reasons are given.....</p> <p>.....</p> <p>ii. Carries out the technique in an effective manner.....</p> <p>    Carries out technique in a satisfactory manner.....</p> <p>    Carries out technique in a restricted manner.....</p> <p>    Technique is not carried out.....</p> <p>.....</p> <p>iii. Draws detailed conclusions to the result of the technique.....</p> <p>    Draws general conclusions to the result of the technique.....</p> <p>    Draws poor conclusions to the result of the technique.....</p> <p>    Does not draw conclusions to the result of the technique.....</p>  | <p><b>(12 marks)</b></p> <p>2 marks</p> <p>1 mark</p> <p>0 marks</p> <p>.....</p> <p>6-5 marks</p> <p>4-3 marks</p> <p>2-1 marks</p> <p>0 marks</p> <p>.....</p> <p>4-3 marks</p> <p>2 marks</p> <p>1 mark</p> <p>0 marks</p>  |  |
| <p><b>7. Use of technique II.</b></p> <p>i. Introduces the technique, giving reasons for carrying out the technique.....</p> <p>    Identifies technique and gives insufficient reasons for carrying out the technique.....</p> <p>    Technique is not identified and no reasons are given.....</p> <p>.....</p> <p>ii. Carries out the technique in an effective manner.....</p> <p>    Carries out technique in a satisfactory manner.....</p> <p>    Carries out technique in a restricted manner.....</p> <p>    Technique is not carried out.....</p> <p>.....</p> <p>iii. Draws detailed conclusions to the result of the technique.....</p> <p>    Draws general conclusions to the result of the technique.....</p> <p>    Draws poor conclusions to the result of the technique.....</p> <p>    Does not draw conclusions to the result of the technique.....</p> | <p><b>(12 marks)</b></p> <p>2 marks</p> <p>1 mark</p> <p>0 marks</p> <p>.....</p> <p>6-5 marks</p> <p>4-3 marks</p> <p>2-1 mark/s</p> <p>0 marks</p> <p>.....</p> <p>4-3 marks</p> <p>2 marks</p> <p>1 mark</p> <p>0 marks</p> |  |
| <p><b>8. Discussion of results.</b></p> <p>i. Discusses in detail the outcomes of the results obtained.....</p> <p>    Discusses briefly the outcomes of the results obtained.....</p> <p>    Reviews poorly the outcomes of the results obtained.....</p> <p>    No discussion of results.....</p>   | <p><b>(16 marks)</b></p> <p>16-11 marks</p> <p>10-5 marks</p> <p>4-1 mark/s</p> <p>0 marks</p>   |  |
| <p><b>9. Evaluation.</b></p> <p>i. Carries out ongoing evaluation.....</p> <p>    Carries out evaluation in parts of the investigation.....</p> <p>    No evidence of ongoing evaluation.....</p> <p>.....</p> <p>ii. Evaluates comprehensively the effectiveness of the planning decisions, methods and results obtained; makes a good appreciation of the strengths and weaknesses of the investigation with sensible suggestions for further work.....</p> <p>    Makes a reasonable attempt at analysing and justifying the planning, methods and results obtained, drawing on relevant evidence; shows some understanding of the limitations of the investigation with a few suggestions for further work.....</p> <p>    Makes a limited analysis with superficial comments on the planning, methods and results obtained; draws basic conclusions and makes</p>      | <p><b>(24 marks)</b></p> <p>6-4 marks</p> <p>3-1 marks</p> <p>0 marks</p> <p>.....</p> <p>18-16 marks</p> <p>15-11 marks</p> <p>10-6 marks</p>   |  |

|  |   |  |
|--|---|--|
| <p>limited suggestions for improvement of work and minor suggestions for further development.....</p> <p>Makes very poor analysis, with few comments on the planning, methods and results obtained; draws poor conclusions and makes very limited suggestions for improvement of work; makes no reference for further development and shows very limited appreciation of the strengths and weaknesses of the investigation.....</p> <p>No evidence or vague attempts at evaluation of the planning methods and results obtained.....</p>   | <p>5-1 mark/s</p> <p>0 marks</p>  |  |
| <p><b>10. Language used and accuracy.</b></p> <p>i Submits an original and self-designed investigation which indicates precise nature of contents in sequential order and with a clear index; writes with considerable accuracy and uses a wide range of specialist terms adeptly and with precision.....</p> <p>Submits an adequately designed investigation with a layout in sequential order and which gives some indication of contents; writes with reasonable accuracy and uses a good range of specialist terms with facility.....</p> <p>Submits a poorly designed investigation which has most its contents inserted in random order and not secured; writes with limits accuracy and uses a limited range of specialist terms appropriately.....</p> | <p><b>(6 marks)</b></p> <p>6-5 marks</p> <p>4-3 marks</p> <p>2-1 mark/s</p> |  |

**Comments:** \_\_\_\_\_

**Assessment Sheet for Investigation Work – Year 9**

**APPENDIX 2.1**

| Students` Name | Choice & Analysis of Title | Identification of Factors Involved | Aims | Plan of Action | Background Research | Use of Technique | Discussion of Results | Evaluation | Language Used and Accuracy | Total | 15% of Total |
|----------------|----------------------------|------------------------------------|------|----------------|---------------------|------------------|-----------------------|------------|----------------------------|-------|--------------|
|                | 8                          | 10                                 | 14   | 8              | 10                  | 12               | 16                    | 16         | 6                          | 100   | 15%          |
| 1              |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 2              |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 3              |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 4              |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 5              |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 6              |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 7              |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 8              |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 9              |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 10             |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 11             |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 12             |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 13             |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 14             |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 15             |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |
| 16             |                            |                                    |      |                |                     |                  |                       |            |                            |       |              |

**APPENDIX 2.2**

**Annual Final Mark - Year 9**

|    | <b>Student's Name</b> | <b>Prac. Ass. 1</b> | <b>Prac. Ass. 2</b> | <b>Investigation Work</b> | <b>Total Coursework</b> | <b>Annual Exam</b> | <b>Annual</b>     |
|----|-----------------------|---------------------|---------------------|---------------------------|-------------------------|--------------------|-------------------|
|    |                       |                     |                     |                           |                         | <b>Mark</b>        | <b>Final Mark</b> |
|    |                       | <b>5%</b>           | <b>10%</b>          | <b>15%</b>                | <b>30%</b>              | <b>70%</b>         | <b>100%</b>       |
|    |                       |                     |                     |                           |                         |                    |                   |
| 1  |                       |                     |                     |                           |                         |                    |                   |
| 2  |                       |                     |                     |                           |                         |                    |                   |
| 3  |                       |                     |                     |                           |                         |                    |                   |
| 4  |                       |                     |                     |                           |                         |                    |                   |
| 5  |                       |                     |                     |                           |                         |                    |                   |
| 6  |                       |                     |                     |                           |                         |                    |                   |
| 7  |                       |                     |                     |                           |                         |                    |                   |
| 8  |                       |                     |                     |                           |                         |                    |                   |
| 9  |                       |                     |                     |                           |                         |                    |                   |
| 10 |                       |                     |                     |                           |                         |                    |                   |
| 11 |                       |                     |                     |                           |                         |                    |                   |
| 12 |                       |                     |                     |                           |                         |                    |                   |
| 13 |                       |                     |                     |                           |                         |                    |                   |
| 14 |                       |                     |                     |                           |                         |                    |                   |
| 15 |                       |                     |                     |                           |                         |                    |                   |
| 16 |                       |                     |                     |                           |                         |                    |                   |

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